

MEDT 7490 Visual and Media Literacy for Teaching and Learning

Assignment 8 – Comprehensive instructional design plan

The client for this assignment is Spanish teacher Sra. Daphny Massanet. She works at Tri-Cities High School in East Point, GA, teaching Spanish I. Her email is massanet@fultonschools.org, her teaching certificate number is 624292.

The Instructional Problem

It's the end of the semester and students are having trouble mastering the conjugation of the lesson addressed in this design plan. The goal is for students to understand and apply the verb IR (to go) in the present tense and also the regular verbs ending in ER/IR in the present tense. Students are getting confused with the verb IR and the verbs ending in IR and when to apply them.

In order for verbs to be conjugated properly, students need to learn the set up of personal pronouns (1st, 2nd and 3rd person, singular on the left and plural on the right). Once students know which personal pronouns go where on the conjugation tree, then they can learn the conjugation patterns and know when to apply them.

The instructional models considered for this redesign is Gagne's 9 steps of instruction, the ARCS model, and the Understanding by Design (UbD model). Gagnes's 9 steps of instruction is good teaching by outlining the life cycle of a lesson, but this assignment is not about how to develop a

lesson plan, it is on how to best present information with visual medial. Keller's ARCS model seemed interesting to me, when closely examined; it had to do more with the learner's motivation and satisfaction, than a design model to create an effective design plan to present content. All teachers want motivated, and satisfied students; however, before that can be achieved good lessons have to be designed, refined, presented and assessed. The ARCS model was evaluated, it seems a better outline for a student survey post-instruction, than a blue print to create visually engaging resources. The design model chosen for this assignment was the UbD model, the Understanding by Design model, it is direct and to the point and it has three stages.

The Redesigned Lesson

The three stages of Understanding by Design are, identify desired results, determine acceptable evidence, and plan learning experiences and instruction. At first glance this seems very conceptual without any nuts and bolts of how-to. The first step, identify desired results, has three parts, "what should students know, understand, and be able to do?"(Wiggins & McTighe, 2011). This is a very basic question, and the most important question of all when teaching, in effect, it asks the teacher to consider what is the goal for the student?

The redesigned lesson has to explain the difference between the verb IR, which means to go and its conjugation in the present tense, and master the conjugation of the ER and IR verb endings, in the present tense.

Step 1a – What should students know?

Students should know the personal pronouns in Spanish for 1st, 2nd and 3rd person in both singular and plural form.

Here is the pronoun and conjugation 'tree' used for conjugation students need to learn and remember for all of their Spanish life.

Singular

Plural

- | | |
|----------------------|-------------------------------|
| 1. I - YOU | We - NOSOTROS |
| 2. You (informal) TÚ | You (+ 1 other) VOSOTROS |
| 3. He - ÉL | They - all males - ELLOS |
| She - ELLA, | They - all females - ELLAS |
| You (formal) Usted | They - mixed gender - USTEDES |

1. students should know the irregular verb IR means to go and has an irregular conjugation
2. students should know the conjugation format for the regular present tense verbs ending in ER and IR
3. students should know how to determine the subject of a sentence

Step 1b – What should students understand?

1. students should understand that the IR verb in Spanish means to go, it has no relationship to the IR ending in verbs and it has an irregular conjugation as outlined below:

Singular	Plural
First Person, I - yo - VOY	First Person, We - nosotros VAMOS
Second Person You (informal), tú VAS	Second Person, You (+ 1 other) vosotros VAIS
Third Person, He - él VA	Third Person, They - all males - ellos VAN
She - ella VA	They - all females, - ellas VAN
You (formal) usted VA	They - mixed gender - ustedes VAN

2. students should understand that verbs in Spanish are conjugated by the personal pronoun
3. students should understand that verbs in Spanish all have either AR, ER or IR as an ending in its infinitive state
4. students should understand that the AR ending is set up as -O, -AS, -A; --AMOS, -ÁIS, -AN, when conjugated in the present tense
5. students should understand that between the ER and IR endings the only personal pronouns that conjugate differently are 1st and 2nd person plural. Nosotros and Vosotros ER = -EMOS, -ÉIS; IR = IMOS, ÍS

Step 1c – What should students be able to do?

1. students should be able to set up personal pronouns in the standard conjugation format
2. students should be able to place the conjugation of the verb IR in the standard conjugation format
3. students should be able to place the endings of ER and IR present tense verbs in the standard conjugation format
4. students should be able to apply a personal pronoun to any subject of a sentence

The second step of UbD is to determine acceptable evidence. The question to answer here is; how will we know that the students have achieved the result? The results have been achieved when:

1. students can place the personal pronouns in the appropriate place on the conjugation format
2. translate, conjugate on a conjugation format, conjugate by personal pronoun, comprehend and produce sentences in Spanish with the verb IR – to go.
3. Recognize ER and IR ending verbs, conjugate these verbs on a conjugation format, and conjugate by personal pronouns and sentence subject in the present tense

The third step is to plan learning experiences and instruction. The question here is; what activities will provide students with the needed knowledge and skill? Here is where the learning in this current class was applied. This model suggests that the assessments need to be designed first – this is where the backwards part in the design comes in. I designed assessments that would provide evidence of the items in second step of this design.

Evidence of Learning

The redesigned lesson task has 5 parts: a) create formal and informal assessments to gauge the previous knowledge of the students based on what students need to know understand and be able to do, b) analyze the data gained by the pre assessments, c) use that knowledge to create the lessons and activities and provide instruction, d) give the assessments again and measure the growth and areas for improvement and e) redo the UbD cycle to address areas that need re teaching, learning and assessing (if any).

Artifacts

A series of pre and post quizzes were designed to first get a base line, then, see learning growth % of teach students and the class as a whole. One quiz is a Kahoot quiz with 15 scaffolded questions that asks students to select the article with the corresponding IR verb conjugation.

<https://create.kahoot.it/details/a80ba224-9c1b-413c-88c8-c9c949e9e4ba>

This is the first quiz because it isolates the verb word (IR) not the ending *ir* of a verb. This is an irregular conjugation and students can clearly distinguish which pronouns correspond with its conjugation. Both of these items must be learned by memorization. There is no trick or rule to it. This is what is taught first, the personal pronouns, then the verb IR and the irregular conjugation for it.

Teaching activities include an interactive video of personal pronouns, an English to Spanish

memory matching game and a conjugation game students play in pairs with a mid-size ball. The ball is sectioned in half, then each half in thirds. The halves of the balls are labeled singular and plural, then, each half is cut into thirds for 1st, 2nd and 3rd person. Pairs of students toss the ball to each other, wherever the thumb, pinky, index, middle finger, and ring finger land, the tosser chooses to ask the receiver to say all of the pronouns that fall in that category. The memory game is a Quizlet memory game with all of the Spanish pronouns. First, students review with the flashcards, reading, listening and speaking each word:

<https://quizlet.com/346280210/spanish-pronouns-flash-cards/>

Then, students can practice the memory game:

<https://quizlet.com/346280210/match>

Then they'll play the ball toss game.

Teaching the verb IR – TO GO, conjugation in the present tense with practice:

<https://www.youtube.com/watch?v=2RrvwQOHepg>

Teaching the AR ending verb conjugation in present tense with corresponding pronouns song, lesson and practice:

<https://www.youtube.com/watch?v=IoJmchlWJks>

Teaching the ER ending verb conjugation in present tense with corresponding pronouns song, lesson and practice:

<https://www.youtube.com/watch?v=5k6KQ-OO2uU>

Teaching the IR ending verb conjugation in present tense with corresponding pronouns song, lesson and practice:

<https://www.youtube.com/watch?v=BZUC7BwCsN4>

https://www.youtube.com/watch?v=0nQk_a_YOAo

Assessing the IR verb to go with the ER and IR verb endings (pre and post test):

<https://quizizz.com/join/quiz/5cbce6fea4c5c7001dad7fe8/start>

Visual and Literacy Competency Standards

The redesigned lesson addresses standards 3, 5 and 6. All these standards mention images, but this lesson focuses on visual and auditory media. The auditory media are the songs, the corresponding narration and read flashcards that also have pictures. The visual media is the organization of the verb conjugation 'tree'. The color-coded aids designed to highlight the order for verb conjugation

Standard Three - The visually literate student interprets and analyzes the meanings of images and visual media.1. The visually literate student identifies information relevant to an image's meaning.

b. Reads captions, metadata, and accompanying text to learn about an image [...]

Standard Five - The visually literate student uses images and visual media effectively.

1. The visually literate student uses images effectively for different purposes. d. Uses images for a variety of purposes (e.g., as illustrations, evidence, visual models, primary sources, focus of analysis)[...]

Standard Six - The visually literate student designs and creates meaningful images and visual media.

1. The visually literate student produces visual materials for a range of projects and scholarly

uses” (ACRL, 2011).

Reflection

This project was intense. To do the best job possible, it required analyzing all of my teaching practices from a visual media and literacy perspective. The resources Sra. Daphny Massanet had to use for this lesson were dark and busy. It had good content, but the presentation needed help. I'm pleased with how the lesson and artifacts turned out. It has lots of variety, clear visuals and sound scaffolded flow. This assignment helped me greatly integrate all of the teachings of this course.

References

ACRL visual literacy competency standards for higher education. (2011, October).

Retrieved from Association of College and Research Libraries website:

<http://www.ala.org/acrl/standards/visualliteracy>

Brand, J. Brooker, J. and Versvik, M. (2013). Kahoot. El verbo ir ("to go" in Spanish).

Retrieved from:

<https://create.kahoot.it/details/a80ba224-9c1b-413c-88c8-c9c949e9e4ba>

Cyber Profe. (Feb. 04, 2018). The Spanish verb ir - to go. Retrieved

from <https://www.youtube.com/watch?v=2RrvwQOHepg>

Hagen, R., & Golombisky, K. (2017). White space is not your enemy: A beginner's guide

to communicating visually through graphic, web and multimedia design (3rd ed.). Boca

Raton, FL: CRC Press.

Hernandez, L. (2019). Quizizz - ER and IR verb conjugations in Spanish game. Retrieved from: <https://quizizz.com/join/quiz/5cbce6fea4c5c7001dad7fe8/start>

McTighe, J. (2017). Three stages of ubd. *Curriculum Design*. Retrieved from <https://www.eduplanet21.com/2017/06/20/three-stages-of-ubd/>

Pappas, C. (May 20, 2015). Instructional design models and theories: Keller's ARCS model of motivation. Retrieved from <https://elearningindustry.com/arcs-model-of-motivation>.

Pappas, C. (November 18, 2015). How to apply Gagné's 9 events of instruction in eLearning. eLearning Industry. Retrieved from: <https://elearningindustry.com/how-to-apply-gagnes-9-events-of-instruction-in-elearning>.

Señor Jordan. (February 1, 2009). Spanish lesson. Present tense regular ER. Retrieved from: <https://www.youtube.com/watch?v=5k6KQ-OO2uU>.

Señor Jordan. (February 6, 2015). Present tense AR verbs made easy with a song in Spanish. Retrieved from: <https://www.youtube.com/watch?v=IoJmchlWJks>.

Señor Jordan. (August 5, 2015). Present tense -IR verbs made easy with a song in Spanish. Retrieved from: <https://www.youtube.com/watch?v=BZUC7BwCsN4>

Sutherland, A. (2019). Quizlet. Spanish subject pronouns. Retrieved from: <https://quizlet.com/346280210/spanish-pronouns-flash-cards/>

Sutherland, A. (2019). Quizlet. Spanish subject pronouns match game. Retrieved from: <https://quizlet.com/346280210/match>

Tio Spanish. (January 11, 2017). Verb to go in Spanish - verbo ir. Retrieved

from: https://www.youtube.com/watch?v=0nQk_a_YOAO

Wiggins, G., & McTighe, J. (2011). The understanding by design guide to creating high-quality units. Alexandria, VA: ASCD. Retrieved from https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf